## Long Term Planning FS2 2019-20

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<th>Autumn 1</th>
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<td>1. Starting School</td>
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<td>2. Marvellous Me</td>
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<td>3. Autumn/Harvest/Halloween</td>
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<tr>
<td><strong>Quotation</strong></td>
<td>Today you are you – that is</td>
<td>Time to celebrate!</td>
<td>Uh-oh! We can’t go over it, we</td>
<td>Every child is an artist</td>
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<td>truer than true. There is no</td>
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<td>can’t go under it...we’ll have</td>
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<td>one alive that is you-er than</td>
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<td>to go through it!</td>
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<td>you!</td>
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<td>1. I am absolutely too</td>
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<td>- Lauren Childs</td>
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<td>2. Elmer – David McKee</td>
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<td>3. Spookyrumpus – Tony</td>
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<td>Mitton &amp; Guy Parker-Rees</td>
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<td>- Norman the Slug with</td>
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<td>- Owl Babies - Martin</td>
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<td>- The Ugly Duckling</td>
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<td>- What I like about me</td>
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<td>- Allia Zobel-Nolan</td>
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<td>- The Dark, Dark Tale</td>
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<td>- Stickman – Julia</td>
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<td>- Jan Fearnley</td>
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<td>- Commotion in the Ocean</td>
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<td>- The Crunching Munching</td>
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<td>Ladybird – Eric Carle</td>
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## Long Term Planning FS2 2019-20

<table>
<thead>
<tr>
<th>Celebrations</th>
<th>Autumn 1 (02/09 – 08/10: 7 weeks)</th>
<th>Autumn 2 (04/11 – 20/12: 7 weeks)</th>
<th>Spring 1 (24/02 – 03/04: 6 weeks)</th>
<th>Spring 2 (22/04 – 22/05: 5 weeks)</th>
<th>Summer 1 (01/06 – 17/07: 7 weeks)</th>
<th>Summer 2 (01/06 – 17/07: 7 weeks)</th>
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<tbody>
<tr>
<td></td>
<td>Halloween (31st Oct)</td>
<td>See above</td>
<td>Chinese New Year (Sat 25/02/20)</td>
<td>Pancake Day (25/02/20)</td>
<td>Eid (24th May 2020)</td>
<td>Father’s Day – Sun 21st June 2020</td>
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<td>Trips/</td>
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<td>Experiences</td>
<td>Maxey’s Farm Shop – Harvest/Halloween/ exploring Autumn</td>
<td>Rhubarb Theatre Group IN SCHOOL???</td>
<td>Perlethorpe – traditional tales visit Bolsover Castle</td>
<td>Rufford/Clumber Park – Summer exploration, picnic &amp; games on the field</td>
<td>Seaside day - include bouncy castle, fish &amp; chips, etc.</td>
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<td>FREE &amp; Local: Ladybrook Library</td>
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<td>Tesco for mince pie ingredients for carol concert (small group)</td>
<td>Tesco (small group)</td>
<td>Tesco – pancake ingredients (small group)</td>
<td>Tesco (small group)</td>
<td>Tesco (small group)</td>
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<td>Posting invites to our carol concert/letters to Santa – local post box</td>
<td>Everyone Active Fruit and Vegetable Tasting - PSED Link</td>
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<td>Brilliant</td>
<td>All about me bags/boxes to share</td>
<td>Unit set up with banners, balloons, table decs, etc. for celebrating.</td>
<td>Lost &amp; Found – A note from the boy in an umbrella</td>
<td>Giant footprints – who do they belong to? Where have they come from? OR Bolsover Castle Trip</td>
<td>Dinosaur egg left on the field. FX guru video of a dinosaur on the school field.</td>
<td>Pirate ship set up</td>
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<td>Beginning</td>
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<td>Space – Rocket crash in the playground.</td>
<td>Bear Hunt – Who has visited our unit and left such a mess?!</td>
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<td>Exhibition/</td>
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<td>Christmas Stay &amp; Play – decorating our unit</td>
<td>Carol concert &amp; singalong</td>
<td>Easter Stay &amp; Play</td>
<td>Parents to come in and speak about their jobs?</td>
<td>F2 Graduation &amp; Afternoon Tea</td>
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<td>Parental</td>
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<td>Manly Stay &amp; Play</td>
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<td>Sport’s Day</td>
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<td>Involvement</td>
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<td>Manly Challenge – Building a castle for the giant.</td>
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<td>Opportunities</td>
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<tr>
<td><strong>C&amp;L</strong></td>
<td>Ongoing – working through EExAT statements as needed for cohort.</td>
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<td><strong>PD</strong></td>
<td>Ongoing Aspects:</td>
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<td>• Use of FUNdamentals work cards (range of skills included on each) for weekly planning.</td>
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<td>HSC:</td>
<td>• Basic hygiene – using the toilet, washing hands after/before eating</td>
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<td>• Getting changed before and after PE and looking after our own belongings</td>
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<td>• How do our bodies feel before, during and after exercise?</td>
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<td>• Healthy lifestyles – healthy eating, exercise, looking after ourselves.</td>
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<td></td>
<td>• Baseline assessments (skills step sheets)</td>
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<td>• Experiment with different ways of moving, e.g. like fireworks, characters from stories, etc.</td>
<td>• Key manipulation skills; throwing, rolling, bouncing, catching, kicking</td>
<td>• Dance skills.</td>
<td>• Games &amp; co-operative group exercises</td>
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<td></td>
<td>• Finding a space and staying in it</td>
<td>• Fundamental movements – start, stop, walk, run, etc.</td>
<td>• Introduce equipment to climb over, under and through – ropes, balancing beams, slopes, etc.</td>
<td>• Dance skills.</td>
<td>• Hopping &amp; skipping in time to music</td>
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<tr>
<td></td>
<td>• Fundamental movements – start, stop, walk, run, etc.</td>
<td>• Moving in different directions and negotiating space</td>
<td>• Basic balances - Squats with steadiness and rises to feet with balance</td>
<td>• Picking up and moving objects from one place to another</td>
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<td>• Sport’s Day Race practise – standing in lines, waiting for our turn, participating fairly in races.</td>
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- **PSED them**ed books about things we like, what makes us special, etc.
- **Who is in our family? What is special to us?**
- **Basic circle time skills:** sitting in a circle, turn taking, speaking and listening to others (EExAT PSED SCSA & MFB 60 months)
- **Developing confidence to speak within the class group.** (EExAT PSED SCSA 60&66 months)
- **HSC: Bonfire Night & Christmas safety**
- **Talking about relationships with others and friendships – link to ‘Lost & Found’ story & ‘Will you be my Friend’ (Eric Carle)**
- **Taking account of others’ needs and feelings & talking about behaviours & consequences.** (EExAT PSED SCSA, MFB & MR 66 months)
- **Developing confidence to take risks and understanding this is part of learning.** (EExAT PSED SCSA 67+ months)
- **Understanding that others don’t always enjoy the same things & learning to be sensitive to this.** (EExAT UW PC 66 months)
- **Talking about ways to express and manage feelings.** (EExAT PSED MFB 67+ mths)
- **What I want to be**
- **What I want to be dress up day – our dreams and aspirations. Write down for graduation.**
- **Playing group games with rules. Understanding someone else’s point of view can be different to their own. Resolving minor disagreements through listening to others to come up with a fair solution.** (EExAT PSED MR 67+ months)
<table>
<thead>
<tr>
<th>Autumn 1 (02/09 – 08/10: 7 weeks)</th>
<th>Autumn 2 (04/11 – 20/12: 7 weeks)</th>
<th>Spring 1 (06/01 – 14/02: 6 weeks)</th>
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<th>Summer 1 (22/04 – 22/05: 5 weeks)</th>
<th>Summer 2 (01/06 – 17/07: 7 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy – Reading</strong></td>
<td><strong>Literacy – Writing</strong></td>
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<tr>
<td>• Baseline assessments and 1:1 Reading as often as possible</td>
<td>• Look for any appropriate opportunities for a range of types of writing, including:</td>
<td>• Guided Reading groups as well as weekly 1:1 reading</td>
<td>• Guided Reading groups as well as weekly 1:1 reading</td>
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</tr>
<tr>
<td>• Looking at books; turning pages from front to back, making predictions and talking about illustrations/what is happening.</td>
<td>• Name writing</td>
<td>• Non-fiction: Winter</td>
<td>• Non-fiction: Castles (etc.), Easter &amp; Spring</td>
<td>• Non-fiction: Dinosaurs, PWHU</td>
<td>• Non-fiction: Sea Creatures, Minibeasts</td>
</tr>
<tr>
<td>• Using finger puppets and props to re-tell stories</td>
<td>• Labelling – e.g. with story sequencing.</td>
<td>• Narrative Therapy – recap ‘who’ and ‘what’; introduce ‘where’</td>
<td>• Traditional tales – repeated refrains &amp; sequencing stories.</td>
<td>• Storyboarding, sequencing, story maps &amp; re-telling – who, what, where, when.</td>
<td>• Rhythm &amp; Rhyme – Commotion in the Ocean</td>
</tr>
<tr>
<td>• Non-fiction: My family</td>
<td>• Notes</td>
<td>• Storyboarding, sequencing, simple story maps &amp; re-telling</td>
<td>• Continue Narrative Therapy work</td>
<td>• Giving opinions on stories they have read</td>
<td>• Giving opinions on stories they have read</td>
</tr>
<tr>
<td>• Related Oxford Owl books, get to know ORT characters (Biff, Chip, Kipper, etc.) – my family link</td>
<td>• Cards</td>
<td>• Imagining our own ‘Lost &amp; Found’ style journeys</td>
<td>• Storyboarding, sequencing, story maps &amp; re-telling – who, what, when</td>
<td>• Own story building</td>
<td>• Own story building</td>
</tr>
<tr>
<td>• Narrative Therapy: ‘who’</td>
<td>• Invites</td>
<td>• Developing own ‘Bear Hunt’ style stories.</td>
<td>• Developing own ‘Bear Hunt’ style stories.</td>
<td>• Own story building</td>
<td>• Own story building</td>
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</tbody>
</table>

### Autumn 1
- 'My first week' handprints
- 'All about me' labels
- Finishing sentences (e.g. 'It's good to be me because...')
- Shopping lists for Charlie/Lola's lunch & sandwich making
- Sequencing pink milk making photos & writing labels
- Make family books
- Family trees*
- Sequencing chocolate apple making photos & writing labels
- Celebration cards – birthdays, Diwali, Christmas
- Christmas lists
- Invites to Christmas concert (to post home)
- Letters (Lost & Found link)
- Wanted/Missing Posters (Penguin/Bear)
- Bear Hunt style stories
- Bear Hunt invites to parents
- Chinese style writing – names
- Chinese restaurant menus
- Building plans
- Re-writing stories
- Bean diaries – planting beanstalks
- Gingerbread Man letters
- Recounts – making pancakes
- Mother's Day Breakfast invites
- Menus – Dino café
- Design and write about a superhero
- What I want to be guess who writing

### Autumn 2
- Baseline assessments and 1:1 Reading as often as possible
- Non-fiction: Celebrations books (use contents pages, page numbers, etc.)
- Narrative Therapy – recap ‘who’, introduce ‘what’; introduce ‘where’
- Storyboarding, sequencing, simple story maps & re-telling
- Rhythm and rhyme linked with ‘The Jolly Christmas Postman’
- Guided Reading groups as well as weekly 1:1 reading
- Non-fiction: Winter
- Narrative Therapy – recap ‘who’ and ‘what’: introduce ‘where’
- Storyboarding, sequencing, simple story maps & re-telling – who, what, where, when.
- Imagining our own ‘Lost & Found’ style journeys
- Developing own ‘Bear Hunt’ style stories.
- Guided Reading groups as well as weekly 1:1 reading
- Non-fiction: Castles (etc.), Easter & Spring
- Traditional tales – repeated refrains & sequencing stories.
- Continue Narrative Therapy work
- Storyboarding, sequencing, story maps & re-telling – who, what, when, when.
- Guided Reading groups as well as weekly 1:1 reading
- Non-fiction: Dinosaurs, PWHU
- Storyboarding, sequencing, story maps & re-telling – who, what, when
- Giving opinions on stories they have read
- Own story building

### Spring 1
- Baseline assessments and 1:1 Reading as often as possible
- Non-fiction: Winter
- Narrative Therapy – recap ‘who’ and ‘what’: introduce ‘where’
- Storyboarding, sequencing, simple story maps & re-telling
- Rhythm and rhyme linked with ‘The Jolly Christmas Postman’
- Guided Reading groups as well as weekly 1:1 reading
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- Own story building

### Spring 2
- Baseline assessments and 1:1 Reading as often as possible
- Non-fiction: Winter
- Narrative Therapy – recap ‘who’ and ‘what’: introduce ‘where’
- Storyboarding, sequencing, simple story maps & re-telling
- Rhythm and rhyme linked with ‘The Jolly Christmas Postman’
- Guided Reading groups as well as weekly 1:1 reading
- Non-fiction: Castles (etc.), Easter & Spring
- Traditional tales – repeated refrains & sequencing stories.
- Continue Narrative Therapy work
- Storyboarding, sequencing, story maps & re-telling – who, what, when, when.
- Guided Reading groups as well as weekly 1:1 reading
- Non-fiction: Dinosaurs, PWHU
- Storyboarding, sequencing, story maps & re-telling – who, what, when
- Giving opinions on stories they have read
- Own story building

### Summer 1
- Baseline assessments and 1:1 Reading as often as possible
- Non-fiction: Winter
- Narrative Therapy – recap ‘who’ and ‘what’: introduce ‘where’
- Storyboarding, sequencing, simple story maps & re-telling
- Rhythm and rhyme linked with ‘The Jolly Christmas Postman’
- Guided Reading groups as well as weekly 1:1 reading
- Non-fiction: Castles (etc.), Easter & Spring
- Traditional tales – repeated refrains & sequencing stories.
- Continue Narrative Therapy work
- Storyboarding, sequencing, story maps & re-telling – who, what, when, when.
- Guided Reading groups as well as weekly 1:1 reading
- Non-fiction: Dinosaurs, PWHU
- Storyboarding, sequencing, story maps & re-telling – who, what, when
- Giving opinions on stories they have read
- Own story building

### Summer 2
- Baseline assessments and 1:1 Reading as often as possible
- Non-fiction: Winter
- Narrative Therapy – recap ‘who’ and ‘what’: introduce ‘where’
- Storyboarding, sequencing, simple story maps & re-telling
- Rhythm and rhyme linked with ‘The Jolly Christmas Postman’
- Guided Reading groups as well as weekly 1:1 reading
- Non-fiction: Castles (etc.), Easter & Spring
- Traditional tales – repeated refrains & sequencing stories.
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- Non-fiction: Sea Creatures, Minibeasts
- Rhythm & Rhyme – Commotion in the Ocean
- Giving opinions on stories they have read
- Own story building

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**Long Term Planning FS2 2019-20**
## Long Term Planning FS2 2019-20

<table>
<thead>
<tr>
<th></th>
<th>Autumn 1</th>
<th>Autumn 2</th>
<th>Spring 1</th>
<th>Spring 2</th>
<th>Summer 1</th>
<th>Summer 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Maths</strong></td>
<td>Baseline Assessments</td>
<td>Numberblocks – Number of the day (Numbers to 20)</td>
<td>Numberblocks – Number of the day (Numbers to 20)</td>
<td>Numberblocks – making numbers, recognising that blocks can be combined to create new amounts (addition) and recording the additions</td>
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<td></td>
<td>Numberblocks – Number of the day (Numbers to 20)</td>
<td>Focus on counting to 20, recognising and writing numerals to 20, ordering numbers to 20, counting up to 4 objects, showing an interest in numbers in the environment/numbers of personal significance</td>
<td>Numberblocks – making numbers, recognising that blocks can be combined to create new amounts (addition) and recording the additions</td>
<td>Numberblocks – making numbers, recognising that blocks can be combined to create new amounts (addition) and recording the additions</td>
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<td>Focus on counting to 20, recognising and writing numerals to 20, counting objects in a set – to 20, ordering numbers to 20</td>
<td>Saying one more/less than a given number</td>
<td>Saying one more/less than a given number</td>
<td>Saying one more/less than a given number</td>
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<td>Counting and comparing groups of objects – more, less, the same/equal</td>
<td>Identifying and describing the properties of 2D shapes</td>
<td>Identifying and describing the properties of 2D shapes</td>
<td>Identifying and describing the properties of 3D shapes</td>
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<td>Using positional language e.g. on, behind, next to</td>
<td>Ordering by length/height/weight/capacity</td>
<td>Ordering by length/height/weight/capacity</td>
<td>Ordering by length/height/weight/capacity</td>
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<td></td>
<td>Shows an interest in shapes in the environment – can name 2D shapes and create pictures using shapes</td>
<td>Creating repeating patterns</td>
<td>Creating repeating patterns</td>
<td>Creating repeating patterns</td>
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<tr>
<td><strong>RE</strong></td>
<td>Harvest Festival</td>
<td>Christmas and Diwali</td>
<td>Chinese New Year - RAT</td>
<td>Easter</td>
<td>Eid (24th May 2020)</td>
<td>Scheme of work</td>
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<tr>
<td></td>
<td>Scheme of work Theme - Special People Question - What makes people special? Religions - Christianity and Judaism</td>
<td>Scheme of work Theme - Special People Question - What is Christmas? Religions - Christianity</td>
<td>Scheme of work Theme - Special People Question - How do people celebrate? Religions - Hinduism</td>
<td>Scheme of work Theme - Easter</td>
<td>Scheme of work Theme - Shabbat Question - Is Shabbat important to Jewish children? Religions - Judaism</td>
<td>Scheme of work Theme - Rosh Hashanah and Yom Kippur Question - Are Rosh Hashanah and Yom Kippur important to Jewish children? Religions - Judaism</td>
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<td></td>
<td>Ongoing:</td>
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</table>

**Red text to be covered during weekly topics and activities**

**Black text will be taught weekly from the RE scheme**
## Long Term Planning FS2 2019-20

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td></td>
<td>(02/09 – 08/10: 7 weeks)</td>
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<tr>
<td><strong>UW</strong></td>
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<tr>
<td><em>P&amp;C</em>: 'Culture box' to go home with a child each week throughout the year; learning about their lives at home</td>
<td><em>P&amp;C</em>: Celebrations; learning about a range spread across the year from a variety of cultures, and making comparisons between our own traditions and those of other people.</td>
<td><em>P&amp;C</em>: Now and then comparisons wherever possible.</td>
<td><em>TW</em>: Forest schools</td>
<td><em>TW</em>: Learning about seasons and how the world around us changes throughout the year. Learning that living things live, grow &amp; die</td>
<td><em>TW</em>: Showing care and concern for living things and the environment</td>
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<tr>
<td></td>
<td>Culture wheels to complete at home</td>
<td>Talking about events in their own lives (EExAT UW PC 36 &amp; 42 months) and festivals and celebrations that are marked within their own culture (EExAT UW PC 54 months)</td>
<td>Ongoing aspects</td>
<td>Ongoing aspects</td>
<td>Talking about the different roles that people have linking to PWHU – EExAT UW PC 48 months</td>
<td>EExAT UW PC 67+ Months - Understands that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. Understands that lives were different in the past.</td>
</tr>
<tr>
<td></td>
<td>Identifying significant people in their own lives – talking about their families and lives outside of school (EExAT UW PC 30 months)</td>
<td>Learning about similarities and differences between people and cultures (EExAT UW PC 60 months)</td>
<td></td>
<td></td>
<td>Life in the past - dinosaur dig/fossils, etc.</td>
<td>EExAT UW TW 67+ Months - Knows that the environment and living things are influenced by human activity. Can describe some actions which people in their own community do that help to maintain the area they live in...</td>
</tr>
<tr>
<td></td>
<td>Talking about the different roles that people have (EExAT UW PC 48 months)</td>
<td>Exploring the school environment – making comparisons with home/locality</td>
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<td>...knows the properties of some materials and can suggest some of the purposes they are used for.</td>
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<tr>
<td><strong>ICT</strong></td>
<td>Ongoing:</td>
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<tr>
<td><em>Ethel &amp; Wayne with voice recorders – to go home with a different child each week</em></td>
<td><em>Voice recorders to go home in 'Culture Boxes'</em></td>
<td><em>Taking pictures of own work – display and discuss the work completed, skills used, etc.</em></td>
<td><em>Taking pictures as part of Forest Schools &amp; other visits – display on big board and discuss</em></td>
<td><em>Using the internet to find out more about things we are learning about, e.g. Space, Diwali, winter, castles...</em></td>
<td><em>Child-initiated selection of technological resources; walky-talkies, iPads, talking postcards, etc.</em></td>
<td><em>Rising Stars EYFS ICT – activities to be selected from the book as needed. (LTP Example 2 on p10 may be helpful)</em></td>
</tr>
</tbody>
</table>
**Long Term Planning FS2 2019-20**

<table>
<thead>
<tr>
<th>ICT (Continued)</th>
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<th>Summer 2</th>
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<tbody>
<tr>
<td><strong>EExAT Progression</strong></td>
<td>(02/09 – 08/10: 7 weeks)</td>
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<td>(01/06 – 17/07: 7 weeks)</td>
</tr>
<tr>
<td><strong>Dazzle self-portraits &amp;/family pictures</strong></td>
<td><em>EExAT UW (T) by 30 mths - Responds to photographs or digital media showing shared events/familiar people or places: All about me bags with family/home photos to be displayed on the big screen for chdn to discuss</em></td>
<td><em>EExAT UW (T) by 48 months - Uses technologies, with support, to find out more about the world around them. Using technology to find information – emphasis on where and how, e.g. the computer – internet – google.</em></td>
<td><em>EExAT UW (T) by 54 months - Uses technologies to enhance, change or recreate within a learning experience. Bear Hunt photo stories Safer internet day 11th Feb – create presentations/videos to promote internet safety at FS level. Using simple technology – tape measures, etc. as part of Maths.</em></td>
<td><em>EExAT UW (T) by 60 months – Captures and documents a sequence of events or experiences using ICT ‘Guess How Much I Love You’ Mother’s Day Presentations</em></td>
<td><em>EExAT UW (T) by 66 months - Recognises that a range of technology is used in places such as homes and schools. Selects and uses technology for particular purposes. Documenting ‘clues’ from the dinosaur visit.</em></td>
<td><em>EExAT UW (T) 67+ months – Finds out about and uses a range of technology. Selects appropriate applications that support an identified need. Documenting our seaside day – child-led exploration of how to showcase this.</em></td>
</tr>
</tbody>
</table>

Making own technological equipment using junk modelling resources – walky-talkies, phones, etc.

*EExAT UW (T) by 36 mths - Uses and responds to real or improvised technological resources: Introduction to/child-led use of technological equipment:
  - Talking tins
  - Talking postcards
  - Beebots
  - iPads
  - Walky-talkies*

Introduce and encourage chdn to take photos/recordings of their work and activities. Share and discuss these as a class.

*EExAT UW (T) by 42 months - Uses technologies to share experiences with others and share experiences of using technology. Recognise that a range of technology is used in places such as homes and schools. Selects and uses technology for particular purposes. Documenting ‘clues’ from the dinosaur visit.*
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<td><strong>EAD</strong></td>
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<tr>
<td>• Family trees*</td>
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<tr>
<td>• Self-portraits</td>
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<tr>
<td>• Family drawings</td>
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<td>• My first week handprints*</td>
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<td>• Design your own Elmer.</td>
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<td>• Junk model space rockets</td>
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<tr>
<td>• 'Celebration' themed art/box modelling – Rangoli patterns, Diwa lamps (clay), firework chalk pictures, collaging poppies, etc.</td>
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<tr>
<td>• Christmas cards &amp; crafts</td>
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<td>• Christmas production – singing, dancing, performing.</td>
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<tr>
<td>• Winter collages</td>
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<tr>
<td>• Specific, topic themed activities TBC – see MTP</td>
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<tr>
<td>• Valentine’s Cards &amp; Crafts</td>
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<tr>
<td>• Chinese Writing</td>
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<tr>
<td>• Mother’s Day cards &amp; crafts</td>
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<td>• Construction – Houses for the 3 Little Pigs, Castles for Jack and the Beanstalk.</td>
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<td>• Specific, topic themed activities –TBC see MTP</td>
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<td>• Easter cards &amp; crafts – bonnets, etc.</td>
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<td><strong>Role play suggestions:</strong></td>
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<td>• Home corner</td>
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<tr>
<td>• Spooky House - Halloween</td>
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<tr>
<td>• Space rocket</td>
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<tr>
<td>• Birthday/celebration themed home corner</td>
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<tr>
<td>• Post Office</td>
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<tr>
<td>• Santa’s Workshop</td>
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<td>• Goldilocks Home Corner – 3 of everything</td>
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<tr>
<td>• Bear Hunt – deconstructed; child led</td>
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<tr>
<td>• Castle/3 Little Pigs Houses</td>
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<td>• Dino excavation centre/dig</td>
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<td>• Pirate ship</td>
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<td>• Fish &amp; Chip Shop</td>
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<td>• Indoor seaside</td>
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<td>• Ice Cream parlour</td>
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</table>
See more ideas about Autumn, Autumn leaves and Fall season. As much as I'm loving these autumnal posts, I still want to enjoy the rest of summer - although this summer has been interesting in Vancouver, lots of rain and greys <<< I can't wait for autumn and winter. Marie. Autumn 2. What others are saying. Autumn â€“ Cosy inside Chilly outside δÝ/Autumn vibes δÝ.. Autumn Aurora 2 it's modification made by small group from Poland which brings the autumnal atmosphere to the Zone and totally overhauls the graphics, audio and gameplay of S.T.A.L.K.E.R. Shadow of Chernobyl.